

Faculty: Humanities, Law and Education

Title of Programme: **BA (Hons) Education Studies**
BA (Hons) Education Studies and Early Years
**BA (Hons) Education Studies and Modern Foreign
Languages**
BA (Hons) Education Studies with Mathematics
BA (Hons) Education Studies (Learning Support)

Programme Code: **HEBAES**

Programme Specification

Start Date: September 2010

Date of Approval: March 2010

Associate Dean (Academic Quality): BERNICE RAWLINGS

Signature *Bernice Rawlings*

Programme Specification BA (Hons) Education Studies

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	De Havilland
Programme accredited by	Not applicable
Final Award	BA Honours
All Final Award titles	Education Studies Education Studies and Early Years Education Studies and Modern Foreign Languages Education Studies with Mathematics Education Studies (Learning Support)
FHEQ level of award	Honours (H)
UCAS code(s)	To be advised

A. Programme Rationale

The programme is designed to recruit students from a diverse range of backgrounds, who have an interest in education. Students will be able to develop their understanding of the major disciplines of education and to relate this to studies in another discipline in order to enhance their understanding of learning and development. The programme aims to develop students personally, professionally and academically, enhancing their ability to think critically and to think critically about education.

Students are encouraged to engage with fundamental questions concerning the aims and values of education and its relationship to society and to appreciate the problematic nature of educational theory, policy and practice. Students will be able to make the links between education policy, its delivery and the experience of groups and individuals.

This programme offers students the opportunity to combine study of Education with study in Early Years, in a Modern Foreign Language (MFL) or in Mathematics. For the Early Years pathway, students will have the opportunity to develop understanding of children and childhood, nationally and globally, from a range of theoretical perspectives. For the MFL pathway students will develop their knowledge, understanding and skills within the study of a modern foreign language, and for the mathematics pathway students will enhance their subject knowledge in fundamental areas of mathematics and will be able to apply their knowledge of mathematics and its applications to the solution of problems.

The growth of the Early Years Professional, of Modern Foreign Languages in primary school, of the demand for primary teachers with enhanced mathematics subject knowledge, and of the continued demand for Modern Foreign Languages teachers means that, for those students who wish to progress to further study from this degree in order to become teachers, or practitioners in early years, this degree provides opportunities for them to enhance what they can offer in a competitive market.

On graduation, graduates could follow a career in education or Early Years practice or could use their degree as a strong foundation for entry into a wide range of other professions. Graduates could progress to a postgraduate teaching qualification in education, or to Early Years Professional Status, or they may decide to continue their studies with a Master's degree.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's general educational aims of programmes of study as set out in UPR TL01 and the QAA benchmark statement for Education Studies.

Additionally this programme aims to:

General programme aims:

- develop students' ability to think critically
- develop students' ability to research and to reflect
- enhance students' personal development and employability

Programme aims - Education Studies:

- introduce students to the major disciplines of education - philosophy, psychology, sociology, history - and to apply those disciplines to explore and analyse current educational policy and practice
- provide students with a critical understanding of contemporary issues in education and society, by placing knowledge and understanding alongside reflection on their own education and value systems
- enhance the development of the students' understanding of the learning process and the factors and contexts which impact on that process
- develop students' ability to research and to reflect using a range of sources and to use their knowledge and understanding in order to evaluate educational policy and practice

Programme aims - Early Years:

- develop students' ability to reflect on a range of philosophical, historical, psychological, sociological cultural, health, welfare, legal, political and economic perspectives and consider how these underpin different understandings of children and childhood.
- Enable students to demonstrate knowledge and understanding of the areas of interest contributing to early years studies across skills areas, and of how they interrelate
- Develop students' knowledge and understanding of pedagogical approaches for working with young children and families

Programme aims - Modern Foreign Languages

- enable students to develop oral, aural, reading and writing skills in the foreign language at an appropriate level, (in accordance with their point of entry at either A, Beginners, B, Intermediate, or C, Advanced)
- expose students to a range of authentic materials in the target language, including written, electronic and audio sources in a variety of styles and registers;
- enable students to develop competence in formal grammar, taught by instruction, through the use of ICT resources and by guided study of a textbook, drills and exercises;
- equip students with the practical language expertise appropriate to their level of study which will be useful to them in both social and professional contexts;
- foster in students intercultural awareness and empathy with the people of the country/countries of the target language;
- provide students with a knowledge of the social, cultural, economic and political structure of the country/countries of the target language and thereby give students an awareness of the differences and similarities with the United Kingdom and an insight into the reason for these.

Programme aims - Mathematics

- develop students' knowledge and understanding of areas of fundamental importance to mathematics and its applications;
- apply their knowledge and understanding of areas of mathematics and its applications to the solution of problems

- enable students to think logically and critically and to use creativity and mathematical approaches in practical problem solving activities

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Education Studies, Early Childhood Studies, Languages and related studies, and for mathematics, statistics and operations research and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2003) have been used as a guiding framework for curriculum design.

A: Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
<p>On graduating all students should demonstrate a critical understanding of:</p> <p>A1. The underlying values, ideas and principles relevant to education and a developing personal stance which draws on their knowledge and understanding;</p> <p>A2. The complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process;</p> <p>A3. A range of research perspectives and methodologies applied to education;</p> <p><u>In addition:</u></p> <p>For single honours in Education Studies:</p> <p>A4. The processes of learning, including some of the key paradigms and their impact on educational practices;</p> <p>A5. The societal and organisational structures and purposes of educational systems, including global and international perspectives, and the possible implications for learners and the learning process;</p> <p>A6. The diversity of learners and the complexities of the education process;</p> <p>For Early Years:</p> <p>A7. The conceptual underpinnings of Early Years, its historical origins, development and limitations</p> <p>A8. Children and childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives;</p> <p>A9. Significant policy and provision for children and families;</p> <p>A10. Pedagogical approaches for working with young children and families;</p>	<p>Acquisition of A1-A10 is through a combination of lectures, seminars, tutorials and workshops and online and guided learning.</p> <p>In addition, visits will be used to support the acquisition of A1, A3, A6 and A10, and digital laboratory work to support acquisition of A11-A14.</p> <p>Throughout, students are encouraged to undertake significant independent study both to supplement and consolidate what is being taught and learnt in order to broaden their knowledge and understanding of the subject.</p>	<p>Knowledge and understanding of A1-A14 are assessed through 100% course work in the form of essays, exams, presentations, vivas, posters/I-Maps and research projects.</p> <p>Knowledge and understanding of A15 is assessed through work book, phase tests and end of module examination</p>

<p>For Modern Foreign Languages; (commensurate with the level of study and entry point beginner, intermediate or advanced) :</p> <p>A11. A range of vocabulary and structures related to the topics studied A12. Aspects of the culture and lifestyle of the people of the target language country; A13. Appropriate application of language skills; A14. Strategies to evaluate progress and develop language skills.</p> <p>For Mathematics: A15. Areas of fundamental importance to mathematics and its applications.</p>		
<p>B: Intellectual skills - able to:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>On graduating all students should be able to demonstrate the ability to:</p> <p>B1. Analyse educational concepts, theories and issues of policy, including political and economic perspectives, in a systematic way; B2. Accommodate new principles and understandings; B3. Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding; B4. Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice. B5 Identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts</p> <p>For Early Years: B6 Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of Early Years; B7. Adopt multiple perspectives in relation to early years and analyse the relationships between them;</p> <p>For Modern Foreign Languages (commensurate with the level of study and entry point beginner, intermediate or advanced) : B8. Show understanding of the spoken target language commensurate with the level (beginner, intermediate, advanced) studied; B9. Read and understand the written target language commensurate with the level (beginner, intermediate, advanced) studied; B10. Conduct conversations/presentations in the target language commensurate with the level (beginner, intermediate, advanced) studied; B11. Write in the target language</p>	<p>Intellectual skills B1-B13 are developed throughout through individual, paired and collaborative work in seminars, workshops and tutorials that build on learning and teaching in lectures.</p> <p>For B8-B11, digital laboratory work and active learning in seminars is used to develop language skills</p> <p>The abilities to analyse critically, to synthesise data and to construct and justify an argument (B1-B7) are further developed through discussion and verbal feedback in seminars and through the completion of a small scale inquiry.</p> <p>Acquisition of B12 and B13 is through the use of workbooks, feedback given during tutorials and interactive practical sessions.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through a combination of coursework assessments; essays, group and individual visual and/or oral presentations</p> <p>Research skills are assessed through the preparation of a research project.</p> <p>Mathematical problem solving skills (B12,B13) are assessed through open work books, phase tests and end of module examinations.</p>

commensurate with the level (beginner, intermediate, advanced) studied;

For Mathematics:

B12. Apply their knowledge and understanding of areas of mathematics and its applications to the solution of problems;

B13. Think logically and critically within appropriate areas appropriate and be able to use creativity and mathematical approaches in practical problem solving activities

C: Practical skills - able to:	Teaching/learning methods & strategies	Assessment
<p>On graduating all students should be able to demonstrate:</p> <p>C1. The ability to reflect on their own and others' learning and practice;</p> <p>C2. The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject;</p> <p>C3. An understanding of the significance and limitations of theory and research in developing professional practice;</p> <p>C4. An ability to use information communication technology (ICT) to research, process and present information;</p> <p><u>In addition</u></p> <p>For Modern Foreign Languages (commensurate with the level of study and entry point beginner, intermediate or advanced) ::</p> <p>C5. Use a bilingual dictionary</p> <p>C6. Use language reference tools and on-line dictionaries</p> <p>C7. Use a search engine to access foreign language websites</p> <p>C8. Use digital language laboratory software to listen to recordings</p> <p>C9. Use digital language laboratory software to record their voice and monitor performance.</p>	<p>Practical skills are developed throughout the programme. Reflective skills (C1,C2, C3) are developed through discussion in seminars, through work place learning and through guided independent tasks (blogs, learning journals, wikis) during the programme.</p> <p>Students are expected to consolidate their development of practical computer skills (C4) through guided and independent online tasks, including use of ICT for research and presentations.</p> <p>Practical skills C5-C9 will be developed through use of digital laboratory work and discussion and tasks in seminars</p>	<p>Reflective skills (C1-C3) are assessed throughout the programme. In essays and presentations students are expected to develop and justify a personal position in relation to the subject.</p> <p>C4 is assessed through a small scale research project, and through the use of ICT in visual presentations</p> <p>C5-C9 are assessed orally and through coursework.</p>
D: Transferable skills - able to:	Teaching/learning methods & strategies	Assessment
<p>On graduating, all students should be able to:</p> <p>D1. Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary;</p> <p>D2. Use ICT in their study and other appropriate situations;</p> <p>D3. Collect and apply numerical data, as appropriate;</p> <p>D4. Present data in a variety of formats including graphical and tabular;</p> <p>D5. Analyse and interpret both qualitative and</p>	<p>Transferable skills are developed throughout the programme.</p> <p>D1 is developed through the presentation of seminar papers and coursework assignments.</p> <p>D2 is developed during induction and through use of online learning through StudyNet. Students will also be introduced to a</p>	<p>D1-D5 are assessed through essays, reports, work books and visual and oral presentations. D3-D6 and D8 are assessed through the completion of research at levels one and</p>

quantitative data;

D6. Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities;

D7. Articulate their own approaches to learning and organise an effective work pattern including working to deadlines;

D8. Process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

range of information communication technologies.

D3, D4 ,D5 and D8 are developed through exploration of a range of data during seminars and independent work and through engagement with a small scale resource project

Skill D6 is developed through participation in group presentations and seminar activities.
D7 is developed in the course of writing assignments and preparing seminar papers, through the completion of a research project and through a Level 4 module on personal and professional development.

two.

D7 is assessed at level one and two through portfolios and learning journals.

D. Programme Structures, Features, Levels, Modules, and Credits

The Programme is offered full-time (3 years) and part-time (normally 6 years) and in all cases leads to the award of a BA degree with Honours. Students completing the programme of modules detailed in the Programme Specification will gain a BA (Hons) in Education Studies, a BA (Hons) in Education Studies and Early Years, a BA (Hons) in Education Studies with Mathematics, or a BA (Hons) in Education Studies and Modern Foreign Languages.

To obtain the award of Education Studies and Early Years students will need to take core Education Studies modules (60 credits) and 60 credits of Early Years at each level.

To obtain the award of Education Studies and Modern Foreign Languages students will need to take core Education Studies modules (60 credits) and 60 credits of MFL at each level.

To obtain the award of Education Studies with Mathematics students will need to take core Education Studies modules (60 credits) and 30 credits of Mathematics at each level plus an additional 30 credits of Education Studies.

Entry at Level 4 requires suitable A-level or equivalent qualifications.

It is possible for students to enter at Level 5 with an HNC in a relevant discipline or a recognised Early Years Diploma, or equivalent, in a related area, where the following option may be offered:

- Students following the Early Years pathway will graduate with the award of BA (Hons) Education Studies and Early Years
- Students following the Education Studies pathway will graduate with the award of BA (Hons) Education Studies

It is possible for students to enter at Level 6 with a Foundation Degree or HND in a related area, where the following options may be offered:

- Foundation Degree or an HND in Early Years/Early Childhood Studies:

- Students following the Early Years pathway will graduate with the award of BA (Hons) Education Studies and Early Years
- Students following the Education Studies pathway will graduate with the award of BA (Hons) Education Studies
- Foundation Degree or HND in Learning Support plus dissertation on a Learning Support topic OR a Research Project with either Supporting Children's Cognition or Therapeutic Practices in Education, leading to the award of BA (Hons) Education Studies (Learning Support)

Other relevant Foundation Degree programmes may be acceptable as an entry qualification but the award will remain BA (Hons) Education Studies.

Work-Based Learning

Work based learning is an integral part of the programme. Students will complete a core module on Personal and Professional Development at level one and at level two, a core module on Learning in the Workplace to develop understanding of their own learning and development, and of learning and development in context. Throughout the programme students will be asked to reflect on, and analyse, their own practice and experience. Students will be supported in this through seminars, lectures and tutorials on campus.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Module Title	Module Code	Credit Points	% examination	% coursework	Semester
Level 4					
Education Studies					
Philosophies that Shape Education (compulsory)	4EDU1007	30	0%	100%	A,B, AB
Personal and Professional Development (compulsory)	4EDU1006	30	0%	100%	A,B, AB
Contemporary Ideas in Education	4EDU1004	30	0%	100%	A,B, AB
Education: Perspectives over Time	4EDU1005	30	0%	100%	A,B, AB
Early Years					
Development and Learning in Early Years	4EDU1003	30	0%	100%	A,B, AB
Early Years: The Big Picture	4EDU1002	30	0%	100%	A,B, AB
Mathematics					
Mathematical Techniques 1	4PAM0007	30	50%	50%	A
Modern Foreign Languages					
French Beginner (A1a)	4HUM0154	15	0%	100%	A
French Intermediate (B1a)	4HUM0158	15	0%	100%	A
French Advanced (C1a)	4HUM0175	15	0%	100%	A
French Beginner (A1b)	4HUM0155	15	0%	100%	B
French Intermediate (B1b)	4HUM0159	15	0%	100%	B
French Advanced (C1b)	4HUM0172	15	0%	100%	B
Supplementary French	4EDU1001	30	0%	100%	A,B, AB
Level 5					
Education Studies					
Methods of Educational Research (compulsory)	5EDU1007	30	0%	100%	A,B, AB
Learning in the Workplace (compulsory)	5EDU1006	30	0%	100%	A, B, AB

Representations of Education	5EDU1005	30	0%	100%	A,B, AB
Education: International Perspectives	5EDU1004	30	0%	100%	A,B, AB
Early Years					
Early Years: A Child's World	5EDU1003	30	0%	100%	A,B, AB
Health and Wellbeing in the Early Years	5EDU1002	30	0%	100%	A,B, AB
Mathematics					
Mathematical techniques 2	5PAM0012	15	80%	20%	A
Differential Equations	5PAM1001	15	80%	20%	B
Modern Foreign Languages					
French Beginner (A2a)	5HUM0302	15	0%	100%	A
French Intermediate (B2a)	5HUM0305	15	0%	100%	A
French Advanced (C2a)	5HUM0319	15	0%	100%	A
French Beginner (A2b)	5HUM0303	15	0%	100%	B
French Intermediate (B2b)	5HUM0306	15	0%	100%	B
French Advanced (C2b)	5HUM0320	15	0%	100%	B
Supplementary French	5EDU1001	30	0%	100%	A, B, AB
Level 6					
Education Studies					
BAES Dissertation (Either a dissertation or the research project or French project must be taken)	6EDU1012	60	0%	100%	AB
Research Project (Either a dissertation or a research project must be taken)	6EDU1011	30	0%	100%	A,B, AB
Psychology for Education	6EDU1010	30	0%	100%	A,B, AB
Children's Literature: a Critical Evaluation	6EDU1009	30	0%	100%	A,B, AB
Thinking Skills: Supporting Children's Cognition	6EDU1008	30	0%	100%	A, B, AB
Therapeutic Practices in Education	6EDU1006	30	0%	100%	A, B, AB
Enhancing Learning with Technology	6EDU1007	30	0%	100%	A,B, AB
Education for a Sustainable World	6EDU1005	30	0%	100%	A,B, AB
Early Years					
Creative Practice in Early Years	6EDU1003	30	0%	100%	A,B, AB
Positive relationships in Early Years	6EDU1004	30	0%	100%	A,B, AB
The Unique Child: Inclusive Practice in Early Years	6EDU1001	30	0%	100%	A,B, AB
Leading Practice in Early Years	6EDU1002	30	0%	100%	A,B, AB
Mathematics					
Linear optimisation	6PAM0020	30	80%	20%	AB
Modern Foreign Languages					
French Beginner (A3a)	6HUM0367	15	0%	100%	A
French Intermediate (B3a)	6HUM0372	15	0%	100%	A
French Advanced (C3a)	6HUM0392	15	0%	100%	A
French Beginner (A3b)	6HUM0368	15	0%	100%	B
French Intermediate (B3b)	6HUM0371	15	0%	100%	B
French Advanced (C3b)	6HUM0393	15	0%	100%	B
French project	6HUM0375	30	0%	100%	A

Progression to Level 5 requires a minimum of 120 credits. Progression to Level 6 requires a minimum of 240 credits, including 120 at Level 5. To follow Level 5 modules in Early Years, Mathematics or Modern Foreign Languages, students must have followed level one modules in the same subject, or to have an equivalent qualification. To follow Level 6 modules in Early Years, Mathematics or Modern Foreign Languages, students must have followed level one and two modules in the same subject, or to have an equivalent qualification.

The award of an Honours degree requires 360 credit points passed with a minimum of 120 at Level 6.

Honours classification

The University has approved structure and assessment regulations common to all programmes. The honours classification is determined from a combined average of the best 90 credits at Level 6 plus the best remaining 30 credits at Levels 2 or 3. Full details are provided in UPR AS14.

There is no compensation at Level 4 and Level 5. Exceptionally there is compensation at Level 6 where a student's grade average is otherwise satisfactory.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at Level 4	4
Certificate of Higher Education	120 credit points at Level 4	5, 6
University Diploma	180 credit points including at least 60 at Level 5	5, 6
Diploma of Higher Education	240 credit points including at least 120 at Level 5	5, 6
BA	300 credit points including 180 at Level 6/5 of which 60 must be at Level 6	6
BA (Hons)	360 credit points including 240 at Level 6/5 of which 120 must be at Level 6	6

E. Support for students and their learning

The University provides:

- An extensive Learning Resources Centre, incorporating a library and computer centre
- StudyNet, the University's Managed learning Environment
- A substantial Student Services Centre that provides advice on issues such as finance, University regulations, legal matters etc
- An Accommodation Office
- An International Students Centre
- Overseas Orientation
- A Mathematics Drop-in Centre
- An Equal Opportunities Officer
- The Students' Union
- Graduate Futures to provide careers support and development
- Support and advice for students wishing to complete part of their studies abroad

The Faculty provides:

- A Faculty Disabled Students' Tutor
- A Faculty Partnership Office

The School of Education provides:

- An induction programme at the beginning of each new academic year
- A Student Support Tutor to help students understand the programme
- Personal Tutors to provide academic and pastoral support
- Student representatives on programme committees
- Administrative office open daily

F. Entry requirements

The normal entry requirements for the programme are 220 points from a minimum of 2 GCE/VCE A levels or one VCE double award or appropriate qualifications plus GCSE minimum grade of C in English or equivalent. Students wishing to follow pathways in Mathematics or Modern Foreign Languages must meet the entry requirements for these modules:

Mathematics – A Level in mathematics

MFL Advanced – A level, MFL intermediate – GCSE grade C, no prior knowledge of target language is required for French beginner modules.

All key skills and other tariff points will be counted. Applications are welcomed from those with other equivalent qualifications including e.g. Scottish higher, NVQs, Access. Applications from students from non-traditional routes are also welcomed; where necessary aptitude for study at degree level will be assessed at interview.

Entry at Level 6 will normally be with a Foundation Degree or HND in related area.

Entry at Level 5 will normally be with an HNC or recognised diploma in Early Childhood Studies or equivalent, in a related area.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior learning (APL) and accredited prior experiential learning (APEL).

Section 2

Programme management

JACS code(s)	X300
Modes of study	Full Time and Part time
Intakes	Semester A (September)
Relevant QAA subject benchmarking group	Education Studies benchmark statements
Date of validation/last periodic review	February 2010
Date of production/ last revision of PS	March 2010
Relevant cohorts	Level 4 students entering September 2010
Faculty	Humanities, Law and Education
Administrative School(s)/Departments	School of Education

Course (i.e. pathway) details

Course (ie. Pathway Point) Titles

Course (ie. Pathway Point) Codes

BA (Hons) Education Studies

Full time Level 4

BAESF1

Full time Level 5

BAESF2

Full Time Level 6

BAESF3

BA (Hons) Education Studies

Part time Level 4 Year 1

BAESP1

Part time Level 4 Year 2

BAESP2

Part time Level 2 Year 3

BAESP3

Part time Level 2 Year 4

BAESP4

Part time Level 3 Year 5

BAESP5

Part time Level 3 Year 6

BAESP6

BA (Hons) Education Studies and Early Years

Full time Level 4

BAEYF1

Full time Level 5

BAEYF2

Full Time Level 6

BAEYF3

BA (Hons) Education Studies and Early Years

Part time Level 4 Year 1

BAEYP1

Part time Level 4 Year 2

BAEYP2

Part time Level 2 Year 3

BAEYP3

Part time Level 2 Year 4

BAEYP4

Part time Level 3 Year 5

BAEYP5

Part time Level 3 Year 6

BAEYP6

BA (Hons) Education Studies and Modern Foreign Languages

Full time Level 4

BAMFLF1

Full time Level 5

BAMFLF2

Full Time Level 6

BAMFLF3

BA (Hons) Education Studies and Modern Foreign Languages

Part time Level 4 Year 1

BAMFLP1

Part time Level 4 Year 2

BAMFLP2

Part time Level 2 Year 3

BAMFLP3

Part time Level 2 Year 4

BAMFLP4

Part time Level 3 Year 5

BAMFLP5

Part time Level 3 Year 6

BAMFLP6

BA (Hons) Education Studies with Mathematics

Full time Level 4

BAMAF1

Full time Level 5

BAMAF2

Full Time Level 6

BAMAF3

BA (Hons) Education Studies with Mathematics

Part time Level 4 Year 1

BAMAP1

Part time Level 4 Year 2

BAMAP2

Part time Level 2 Year 3

BAMAP3

Part time Level 2 Year 4

BAMAP4

Part time Level 3 Year 5

BAMAP5

Part time Level 3 Year 6

BAMAP6

BA (Hons) Education Studies (Learning Support)

Full time Level 6
Part time Level 6 Year 5
Part time Level 6 Year 6

BAESF3
BAESP5
BAESP6

The programme is managed by;

- Head of Foundation and Undergraduate Programmes who has overall responsibility
- An Admissions Tutor, with specific responsibility for open days and selection
- A designated Administrator to deal with day to day administration associated with the programme
- Module Leaders who are responsible for individual modules
- Membership of programme committees
- Programme Tutor who has responsibility for the programme.

Programme-specific assessment regulations

The programme is compliant with the University's generic assessment regulations (Structure and Assessment Regulations for Academic Programmes, UPR AS14) with the exception of those listed below, which have been specifically approved by the University: None

Further points of clarification and interpretation relevant to this specific programme are given below:

- There is an attendance requirement of 80% on all modules.

Other sources of information

- Definitive Module Documents
- Module Guides
- Programme Handbook
- Programme Specification website:
(StudyNet → Staff → Department Lists → Academic Quality Office → Programme Management → Programme Specifications)
- University of Hertfordshire Course website:
<http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website:
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2001:
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>
- SEEC Credit Level Descriptors for Further and Higher Education 2003: <http://www.seec-office.org.uk/creditleveldescriptors2003.pdf>
- External Quality Review report website:
http://www.qaa.ac.uk/revreps/inst_reports.asp?instID=H-0060
- UNISTATS website:
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality Office website:
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
<http://www.herts.ac.uk/secreg/upr/AS-C-5.htm>
- Learning and Teaching Policy and General Educational Aims, UPR TL01:
<http://www.herts.ac.uk/secreg/upr/AS-C-3.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
<http://www.herts.ac.uk/secreg/upr/AS-C-4.htm>
- Academic Quality, UPR AS17:
<http://www.herts.ac.uk/secreg/upr/AS-C-1.htm>

- Index of UPRs for students:
http://www.herts.ac.uk/secreg/upr/upr_azlist_student_info.htm

Other information relevant to the programme

University policies relevant to the Programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum, and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation, and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects (UPR RE01) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.

Signed *Bernice Rawlings* ... Date...26/03/10.....
Chair of Faculty Academic Quality Enhancement Committee

If you would like this information in an alternative format please contact:
Nicola Stallard, Senior Administrator, School of Education, University of
Hertfordshire, AL10 9AB, UK.

BA (Honours) in Education Studies (Early Years)

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

EDUCATION STUDIES

		Programme Learning Outcomes (as identified in section 1 and the following page)																								
		Knowledge & Understanding						Intellectual Skills					Practical Skills				Transferable Skills									
Module Title		Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8	
Level 4	Philosophies that Shape Education (Core)	4EDU1007	X	X	X		X		X	X	X		X	X				X	X					X		
	Personal and Professional Development (Core)	4EDU1006	X	X		X				X	X	X		X	X		X	X	X				X	X		
	Contemporary Ideas in Education	4EDU1004	X		X		X	X	X		X	X	X	X	X	X	X	X	X	X		X		X	X	X
	Education: Perspectives over Time	4EDU1005	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X
Level 5	Methods of Educational Research (Core)	5EDU1007			X	X				X	X	X	X			X	X	X	X	X	X	X	X	X		
	Learning in the Workplace (Core)	5EDU1006	X	X	X	X	X	X		X		X	X	X	X	X		X					X	X		
	Representations of Education	5EDU1005	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X				X	X	X	
	Education: International Perspectives	5EDU1004	X	X			X	X	X		X	X	X	X	X		X	X		X	X	X	X	X		
Level 6	BAES Dissertation (Alternative core)	6EDU1012	X		X							X	X	X		X	X	X	X	X	X	X	X	X	X	
	Research Project (Alternative core)	6EDU1011	X		X							X	X	X		X	X	X	X	X	X	X	X	X	X	
	Psychology for Education	6EDU1010	X	X	X	X		X	X	X	X	X	X	X	X	X		X		X		X			X	
	Therapeutic Practices in Education	6EDU1006	X	X			X	X	X		X	X	X	X	X			X				X			X	
	Enhancing Learning with Technology	6EDU1007	X						X	X	X			X			X		X						X	
	Education for a Sustainable World	6EDU1005	X	X		X	X	X	X	X			X	X	X	X		X			X					
	Children's Literature: a Critical Evaluation	6EDU1009	X			X		X		X		X			X			X							X	
	Thinking Skills: Supporting Children's Cognition	6EDU1008				X					X			X	X		X	X	X					X	X	

EARLY YEARS

		Programme Learning Outcomes (as identified in section 1 and the following page)																												
		Knowledge & Understanding								Intellectual Skills							Practical Skills				Transferable Skills									
		Module Title	Module Code	A1	A2	A3	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8	
Level 4	Development and Learning in Early Years	4EDU1003		X			X		X		X				X		X	X		X	X	X	X							
	Early Years: the Big Picture	4EDU1002				X		X					X		X	X				X		X					X			
Level 5	Early Years: A Child's World	5EDU1003	X	X		X		X	X	X	X	X			X	X	X	X	X		X	X								X
	Health and Well-being in Early Years	5EDU1002	X	X	X		X	X	X	X	X		X			X	X	X	X	X		X		X			X			
Level 6	Creative Practice in Early Years	6EDU1003	X	X	X		X		X	X	X	X			X	X	X	X	X	X		X				X		X	X	
	Positive Relationships in Early Years	6EDU1004		X		X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	
	The Unique Child: Inclusive Practice in Early Years	6EDU1001	X	X			X		X				X	X	X	X	X	X	X	X		X	X	X						
	Leading Practice in Early Years	6EDU1002			X		X	X	X		X		X	X	X	X	X	X	X	X		X				X	X	X	X	

		Programme Learning Outcomes (as identified in section 1 and the following page)																						
		Knowledge & Understanding				Intellectual Skills					Practical Skills					Transferable Skills								
FRENCH Module Title		Code	A11	A12	A13	A14	B5	B8	B9	B10	B11	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	French Beginner (A1a)	4HUM0154	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Intermediate (B1a)	4HUM0158	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Advanced (C1a)	4HUM0175	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Beginner (A1b)	4HUM0155	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Intermediate (B1b)	4HUM0159	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Advanced (C1b)	4HUM0172	X	X	X	X		X	X	X	X				X	X		X				X	X	
	Supplementary French 1	4EDU1001	X	X	X	X	X	X	X	X	X				X	X		X				X	X	
Level 5	French Beginner (A2a)	5HUM0302	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Intermediate (B2a)	5HUM0305	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Advanced (C2a)	5HUM0319	X	X	X	X		X	X	X	X	X	X	X	X	X		X				X	X	
	French Beginner (A2b)	5HUM0303	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Intermediate (B2b)	5HUM0306	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Advanced (C2b)	2HUM0320	X	X	X	X		X	X	X	X	X	X	X	X	X		X				X	X	
Supplementary French 2	5EDU1001	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X				X	X		
Level 6	French Beginner (A2a)	6HUM0367	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Intermediate (B2a)	6HUM0372	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Advanced (C2a)	6HUM0392	X	X	X	X		X	X	X	X	X	X	X	X	X		X				X	X	
	French Beginner (A2b)	6HUM0368	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Intermediate (B2b)	6HUM0371	X	X	X	X		X	X	X	X				X	X		X				X	X	
	French Advanced (C2b)	6HUM0393	X	X	X	X		X	X	X	X	X	X	X	X	X		X				X	X	
French Project	6HUM0375	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X				X	X		

MATHEMATICS		Programme Learning Outcomes (as identified in section 1 and the following page)										
		Knowledge & Understanding	Intellectual Skills		Transferable Skills							
Module Title	Code	A15	B12	B13	D1	D2	D3	D4	D5	D6	D7	D8
Mathematical Techniques 1	4PAM0007		X				X				X	
Mathematical Techniques 2	5PAM0012		X				X				X	
Differential Equations	5PAM1001		X	X			X				X	
Linear Optimisations	6PAM0020		X	X			X				X	

Key: Learning Outcome which is assessed as part of the module ☒

Key to Programme Learning Outcomes

Knowledge and Understanding

- A1. The underlying values and principles relevant to education studies and a developing personal stance which draws on their knowledge and understanding.
- A2. The complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process.
- A3. A range of research perspectives and methodologies applied to education.
- A4. The processes of learning, including some of the key paradigms and their impact of educational practices.
- A5. The societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
- A6. The diversity of learners and the complexities of the education process.
- A7. The conceptual underpinnings of Early Years, its historical origins, development and limitations
- A8. Children and childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives;
- A9 Significant policy and provision for children and families;

- A10. Pedagogical approaches for working with young children and families;
- A11. A range of vocabulary and structures related to the topics studied

- A12. Aspects of the culture and lifestyle of the people of the target language country;
- A13. Appropriate application of language skills;
- A14. Strategies to evaluate progress and develop language skills.
- A15. Areas of fundamental importance to mathematics and its applications.

Practical Skills

- C1. The ability to reflect on their own and others' value systems
- C2. The ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject
- C3 An understanding of the significance and limitations of theory and research in developing professional practice
- C4 An ability to use information communication technology (ICT) to research, process and present information
- C5. Use a bilingual dictionary
- C6. Use language reference tools and on-line dictionaries
- C7. Use a search engine to access foreign language websites
- C8. Use digital language laboratory software to listen to recordings
- C9. Use digital language laboratory software to record their voice and monitor performance.

Intellectual Skills

- B1. Analyse educational concepts, theories and issues of policy in a systematic way
- B2. Accommodate new principles and understandings
- B3. Select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding
- B4. Use a range of evidence to formulate appropriate and justified ways forward and potential changes in practice.
- B5. Identify and reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts
- B6. Reason clearly, understand the role of evidence and make critical judgements about arguments relating to the subject area of Early Years;
- B7. Adopt multiple perspectives in relation to early years and analyse the relationships between them;
- B8. Show understanding of the spoken target language commensurate with the level (beginner, intermediate, advanced) studied;
- B9. Read and understand the written target language commensurate with the level (beginner, intermediate, advanced) studied;
- B10. Conduct conversations/presentations in the target language commensurate with the level (beginner, intermediate, advanced) studied;
- B11. Write in the target language commensurate with the level (beginner, intermediate, advanced) studied;
- B12. Apply their knowledge and understanding of areas of mathematics and its applications to the solution of problems;
- B13. Think logically and critically within appropriate areas appropriate and be able to use creativity and mathematical approaches in practical problem solving activities

Transferable Skills

- D1. Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary.
- D2. Use ICT in their study and other appropriate situations.
- D3. Collect and apply numerical data, as appropriate
- D4. Present data in a variety of formats including graphical and tabular
- D5. Analyse and interpret both qualitative and quantitative data.
- D6. Have the ability to collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities.
- D7. Articulate their own approaches to learning and organise an effective work pattern including working to deadlines.
- D8. Process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.